

## PREVENCIÓN DE LA VIOLENCIA DE GÉNERO EN JÓVENES

### RESUMEN:

La violencia de género afecta a las mujeres por el mero hecho de serlo. Es decir consiste en arremeter contra la integridad, la dignidad y la libertad de las mujeres, independiente del entorno en el que se produzca. Las diferentes manifestaciones de la violencia muestran una escala en la que encontramos en primer lugar la psicológica seguida de la verbal, ultimando en la física y produciendo muertes en las víctimas. Actualmente para los jóvenes se demanda la necesidad de entregar herramientas socio afectivas para reconocer situaciones de maltrato y saber combatirla, por eso en este proyecto se realiza un análisis sobre las perspectivas de lo jóvenes frente a las relaciones afectivas y las conductas con sus parejas y así poder erradicar o prevenir cualquier índico de violencia de género.

El trabajo de investigación se lleva a cabo desde una metodología cuantitativa con lo que respecta a la recogida de datos mediante una encuesta anónima a 50 estudiantes y también se presenta una parte cualitativa la cual es el programa preventivo donde se trabajará con los alumnos en qué aspectos de formación y sensibilización de debe actuar para prevenir la violencia de género..

Los resultados obtenidos del análisis teórico, la investigación y de la violencia en las relaciones de noviazgo de los adolescentes, han permitido el diseño de una programa educativo destinada a los alumnos del IES CAMINÁS, con la finalidad de prevenir y detectar situaciones de maltrato, considerando que es la etapa evolutiva más importante de las relaciones afectivas.

### ABSTRACT:

Gender-based violence affects women simply because they are women. That is, it is an attack on women's integrity, dignity and freedom, regardless of the environment in which it occurs. The different manifestations of violence show a scale in which we find first the psychological one followed by the verbal one, ending in the physical one and producing deaths in the victims. Currently, young people demand the need to provide social and emotional tools to recognize situations of abuse and know how to combat it, so this project is an analysis of the perspectives of young people in relation to emotional relationships and behaviors with their partners and thus able to eradicate or prevent any indication of gender violence.

The research work is carried out using a quantitative methodology with regard to the collection of data through an anonymous survey of 50 students. A qualitative part is also presented, which is the preventive programme where work will be done with the students on what aspects of training and awareness of what should be done to prevent gender violence.

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# GENDER-BASED VIOLENCE THROUGH ADOLESCENCE

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## INTRODUCTION

- Gender-based violence according to the UN: “ Any act of sexist violence that results in possible or actual physical, sexual or psychological harm, including threats, coercion or arbitrary deprivation of liberty, whether it occurs in public life or private”(Maqueda, 2006: 3).
- Manifestations of violence:  
Physical, psychological, verbal or sexual violence.
- Violence is defined, in dating violence, as an intentional sexual, physical or psychic attack of one partner against the other in a romance relationship (Health Canada, 19995).
- **Organic Law 1/2004, of December 28**, on Comprehensive Protection Measures
- **Law 4/2018 of 8 October** for a Society Free of Violence.
- Violence in the emotional relationships of **pre-adolescents, adolescents and young people** exists.
- Reasons for early detection of violence in young couples.
- **HYPOTHESIS** : In order to avoid violent relationships among teenagers, they have to acquire social tools to act upon.
- **OBJECTIVE**: To detect signs of gender-based violence in adolescent dating and to develop a preventive program.

## METHODOLOGY

- The recipients of the sample survey were 39 students from the high school IES CAMINÁS, aged between 16 and 18 years old. This survey, with 30 items of true or false answer, was delivered by link through different social networks and could be answered by both, mobile phone or computer.
- Once the data had been obtained, a statistical analysis was carried out using the SPSS program, where the results have been subsequently explained. A qualitative methodology has also been taking into account to present the preventive program.

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## RESULTS

Figure 1: Gender ratio

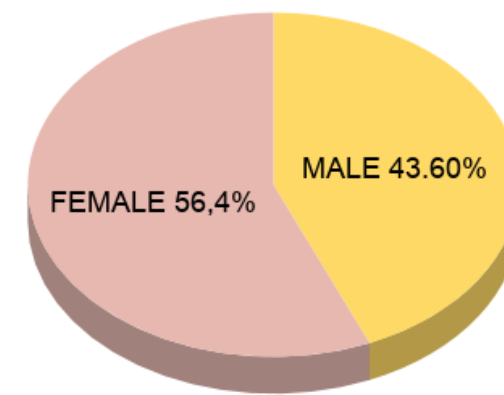


Figure 2: Age range

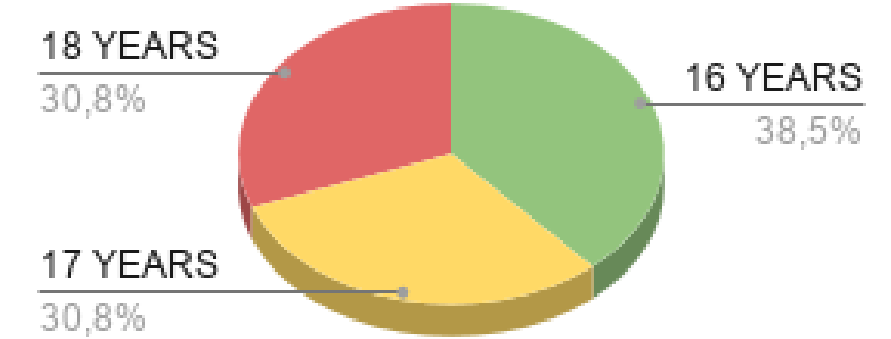


Figure 1: Gender difference, Item 10

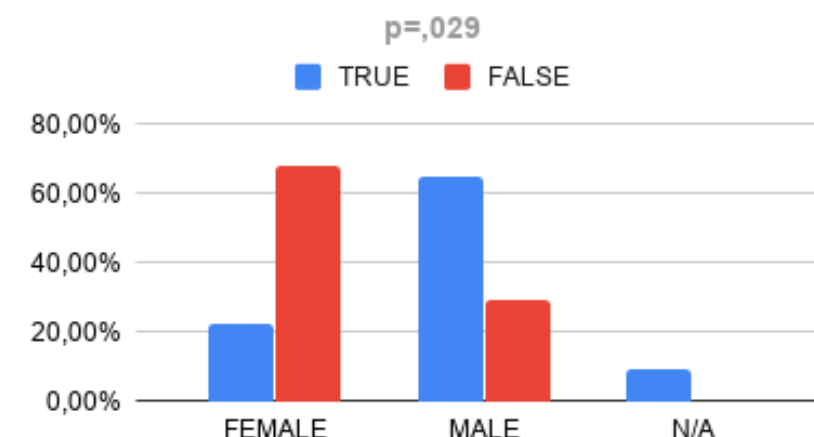


Figure 2: Gender difference, Item 6

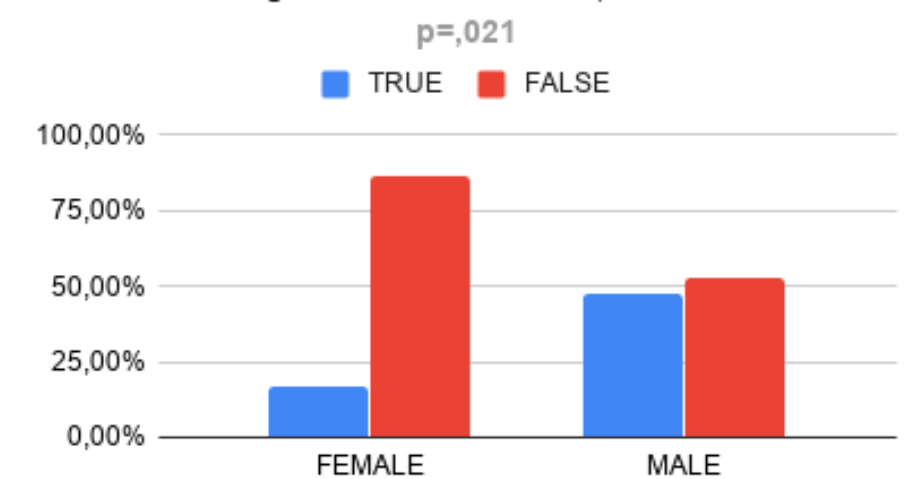


Figure 1: Difference in age, Item 3

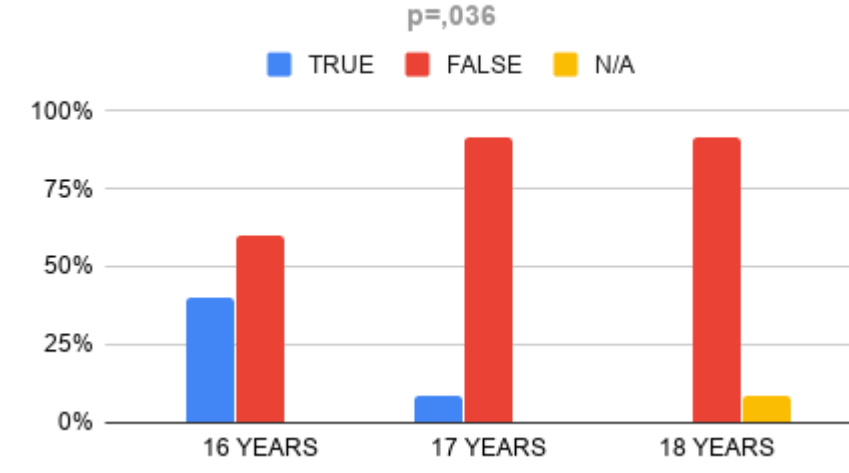
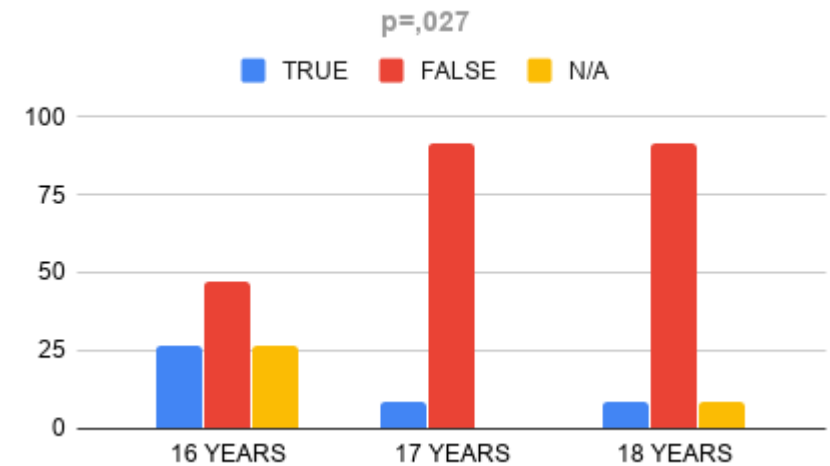


Figure 2: Difference in age, Item 8



## PREVENTIVE PROGRAM

### WORKSHOP 1: PROBLEM SOLVING AND EMOTION MANAGEMENT:

This workshop promotes **non-violent conflict** resolution as an effective way to reduce violence among teenagers. As well as providing them with tools and skills to solve conflicts, it leads to reflection, acquire greater empathy, ability to manage feelings and to develop emotionally. The proposed activity is “Conflict photos”, which consists of dividing the group into subgroups and discussing photos, posters or pictures where a conflict situation is shown and to look for possible solutions.

### WORKSHOP 2: GENDER ROLES AND STEREOTYPES IN RELATIONSHIPS:

The socialization processes distinguish some gender roles and stereotypes in affective relationships, by specifying the roles that men and women ought to conduct. It implies that some people take a more diligent role while others are more submissive. Many times, these stereotypes become the grounds of gender violence, since it help to justify, naturalize and generalize behaviours. The objective is to dismantle those roles and misconceptions about love and relationships.

The aim of the **workshop** is, for students, to reflect and give their opinions on a series of phrases that will be presented to them according to the traffic light colours.

### WORKSHOP 3: RISK ATTITUDES AND BEHAVIOURS IN AFFECTIVE RELATIONSHIPS

The aim of this task is, for participants, to recognize toxic relationships, analyze daily situations where false stereotypes are developed. This encourages reflection on present and past gender inequality and provides them with tools to allow them to have healthy relationships based on respect and equality.

This workshop consists in a role playing session, where students are grouped by 4 or 5 people. They have to play the roles given by the educator. The situations will be adjusted according to the ages of the players.

## DISCUSSION

- It is necessary to educate about your own privacy measures, and to manage mechanisms in order to protect from an excessive psychological control exercised by the partner, and to be aware of those limits that should not be breached.
- In this project, we are working with 39 adolescents between the ages of 16 and 18, with the aim of preventing dating relationships from being based on misconceptions, aggressive behaviour or domination and control conducts, as well as emotions management.
- The complexity of the problem offers many perspectives and new lines of research to work with. Furthermore, to eradicate this issue implies a full coordination between prevention programs, professionals and education institutions.